

SCOTT'S BRANCH INTERMEDIATE

1154 Fourth Street
Summerton, South Carolina 29148

GRADES 4-7 Elementary School

ENROLLMENT 395 Students

PRINCIPAL Dr. Nathaniel Nelson 803-485-2043

SUPERINTENDENT Dr. Clarence E. Willie 803-485-2325

BOARD CHAIR John D. Bonaparte 803-478-8711

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	25	36	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

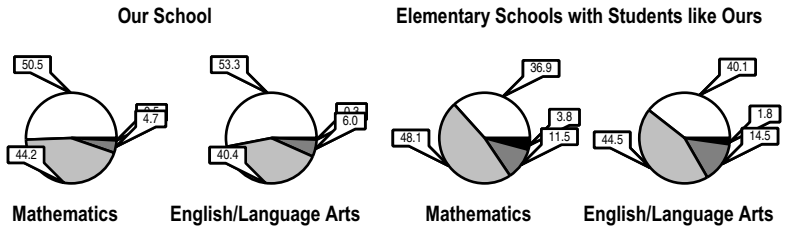
FOR MORE INFORMATION, VISIT WEBSITES AT:




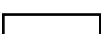
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	19	71	50
Percent satisfied with learning environment	55.6%	77.1%	70.0%
Percent satisfied with social and physical environment	66.7%	70.0%	66.7%
Percent satisfied with home-school relations	31.6%	82.6%	75.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	405	100.0	53.3	40.4	6.0	0.3	6.3	17.6
Gender								
Male	216	100.0	57.6	35.1	6.8	0.5	7.3	17.6
Female	189	100.0	48.6	46.2	5.2	N/A	5.2	17.6
Racial/Ethnic Group								
White	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	388	100.0	53.5	40.4	5.8	0.3	6.1	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	340	100.0	47.8	44.5	7.4	0.3	7.7	17.6
Disabled	65	100.0	78.5	21.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	405	100.0	53.3	40.4	6.0	0.3	6.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	405	100.0	53.3	40.4	6.0	0.3	6.3	17.6
Socio-Economic Status								
Subsidized meals	389	100.0	54.4	40.5	4.8	0.3	5.1	17.6
Full-pay meals	12	100.0	18.2	36.4	45.5	N/A	45.5	17.6

Mathematics								
All students	405	99.5	50.5	44.2	4.7	0.5	5.2	15.5
Gender								
Male	216	100.0	52.4	42.9	3.7	1.0	4.7	15.5
Female	189	98.9	48.6	45.7	5.8	N/A	5.8	15.5
Racial/Ethnic Group								
White	11	90.9	N/A	N/A	N/A	N/A	N/A	15.5
African-American	388	99.7	51.0	44.0	4.5	0.6	5.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	340	99.4	46.8	46.8	5.7	0.7	6.4	15.5
Disabled	65	100.0	67.7	32.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	405	99.5	50.5	44.2	4.7	0.5	5.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	405	99.5	50.5	44.2	4.7	0.5	5.2	15.5
Socio-Economic Status								
Subsidized meals	389	99.5	51.6	43.9	4.2	0.3	4.5	15.5
Full-pay meals	12	100.0	18.2	54.5	18.2	9.1	27.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	102	N/A	38.6	51.5	9.9	N/A	9.9
	Grade 5	87	N/A	47.1	48.3	4.6	N/A	4.6
	Grade 6	111	N/A	44.5	42.7	10.9	1.8	12.7
	Grade 7	82	N/A	41.8	49.4	8.9	N/A	8.9
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	88	100.0	60.0	34.1	5.9	N/A	5.9
	Grade 5	101	100.0	52.2	44.6	3.3	N/A	3.3
	Grade 6	107	100.0	51.1	37.0	10.9	1.1	12.0
	Grade 7	109	100.0	50.5	45.3	4.2	N/A	4.2
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	102	N/A	49.0	43.1	7.8	N/A	7.8
	Grade 5	87	N/A	56.3	33.3	8.0	2.3	10.3
	Grade 6	111	N/A	48.2	49.1	2.7	N/A	2.7
	Grade 7	82	N/A	57.5	36.3	5.0	1.3	6.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	88	100.0	48.2	49.4	2.4	N/A	2.4
	Grade 5	101	100.0	44.6	52.2	3.3	N/A	3.3
	Grade 6	107	100.0	44.6	44.6	8.7	2.2	10.9
	Grade 7	109	98.2	64.2	31.6	4.2	N/A	4.2
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 395)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 5.2%	2.5%	2.4%
Attendance rate	91.6%	Down from 95.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.9%	Up from 8.9%	4.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.9%	Up from 5.0%	8.3%	8.0%
Older than usual for grade	6.8%	Up from 4.8%	3.1%	1.1%
Suspended or expelled	1.8%	Up from 0.8%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	46.2%	Up from 37.9%	46.8%	50.0%
Continuing contract teachers	84.6%	Up from 79.3%	76.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.4%	Down from 91.5%	79.4%	86.2%
Teacher attendance rate	93.8%	Up from 90.6%	95.2%	95.3%
Average teacher salary	\$36,397	Up 0.8%	\$37,937	\$39,909
Prof. development days/teacher	11.2 days	Up from 5.0 days	13.0 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	14.3 to 1	Up from 9.8 to 1	16.7 to 1	18.9 to 1
Prime instructional time	83.5%	Down from 84.7%	88.9%	89.7%
Dollars spent per pupil*	\$5,766	Up 3.0%	\$7,019	\$5,892
Percent spent on teacher salaries*	63.0%	Down from 63.4%	63.2%	66.6%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	71.0%	Up from 53.1%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Scott's Branch Intermediate School made definite strides in improving school performance this year. Scott's Branch was named a Gold Award winner for improvements on PACT. However, math and reading/language arts are still targeted areas for improvement. These weaknesses are addressed through reassignment of faculty and staff to provide the greatest expertise and additional help in these areas. Academic Plans are also written for every student who scores below basic, and parents are informed and encouraged to be actively involved in these improvement plans.

These needs are also addressed in the school's tutorial program, both during the regular school year and in the summer. We are fortunate to have two teacher specialists on-site providing assistance in mathematics, science, and language arts. They will continue to assist our teachers this year with curriculum gaps and alignment of the curriculum to the South Carolina Standards.

Some of the latest technological equipment and supplies for the science lab and mathematics classes were provided this year through a special grant. "Popstar," our school-wide discipline program, focuses on character building and reducing class interruptions. We are committed to consistency in implementation of this program. We are proud of our staff and students who were involved in both school and community activities:

The Junior Beta Club participated in many community service projects. The Tap Dancing Eagles performed at nursing homes, parades, and civic activities. Our business partner, Progress Energy, assisted the school with academic incentive awards, instructional materials, the Larson Math Program, and the Accelerated Reading Program. Our choral, band, gifted, and athletic programs offered students a variety of extracurricular activities. Our faculty and staff participated in the American Red Cross Blood Drive.

Our students and staff have worked hard to achieve our goals for improved academic performance. We look forward to greater success this year.

John Haynesworth, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.